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AUTHOR Scrofani, E. Robert, Ed.
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ABSTRACT

These teacher-developed materials are designed to help educators integrate economic concepts into the teaching of history. The materials include readings on the Industrial Revolution in England and a series of activities that require students to analyze the impact of industrialization first on English peasant farmers, and then on workers in early textile mills, and finally on rural Americans before electrification, and to debate the positive and negative effects of this historical period. (DB)

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Beginnings of the Industrial Revolution in England

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Beginnings of the Industrial Revolution in England

The crisis of the peasants as a new economic order is forged

edited by E. Robert Scrofani, Berkeley High School, Berkeley, CA 94704

Concepts

enclosure acts
commons
Industrial Revolution
market system
cash crops
paupers
factors of production (land, labor, capital)
avenues of distribution (rent, wages, interest)
wealth (GNP)

Performance

student will be able to:

* analyze two visuals of the period - before and after the Industrial Revolution - and draw conclusions about the changes and the impact on the peasant family and the peasant as a class

* write an ending for a story expressing the choices available to a peasant caught in this period of economic change

* prepare a list of the positive and negative effects of the Industrial Revolution using the format of optimist and pessimist

* debate - resolved: the Industrial Revolution was a great advance for mankind

Related Texts

1. A History of the World, Houghton Mifflin, Chapter 24
2. World History, SRA, Unit 10
3. World History, A Basic Approach, Coronado, Unit 17
4. Unfinished Journey, Houghton Mifflin, Chapter 33
5. Explaining World History, Globe Book, Holt/O'Connor, Unit 2
6. People and Nations, Harcourt Brace, Unit 2
7. World History, Patterns of Civilization, Prentice Hall, Chapter 23

for additional ideas on how to integrate economics into histroy as required by the new framework send a self addressed stamped envelope to Bob Scrofani, editor Political and Economic Literacy newsletter, c/o Berkeley High School, 2246 Milvia Street, Berkeley Ca 94704.

The Beginnings of the Industrial Revolution in England

It is the end of the sixteenth century, the great era of English expansion and adventure. Queen Elizabeth has made a triumpant tour of her kingdom. But she returns with the complaint, "Paupers are everywhere."

This is a strange cry for the Queen to make, for less than 100 years before free farmers tilling their own soil were the pride of England, and the largest body of free and prosperous citizens in the world. What has happened?

What has happened is that wool has become a new and profitable commodity. Ready to take advantage of this new way of making a profit are the wealthy upper class landholders. They need land for sheep which require large grazing pastures. So they take the common lands that were once freely available to the farmers and people of the village and enclose them for sheep. They do this by passing laws in the Parliament which is also dominated by landholders.

The common lands on which the peasants might graze their cattle suddenly is declared to be the property of the lord of the manor. It is no longer available to all. Where before there was communal use of the land, there is now private property in land. Where before there were free peasants there are now sheep - and paupers.

It is almost impossible to imagine the effects on the farmers of this process of enclosure. In the 1550s, riots broke out against the enclosure laws. In one such uprising over 3500 people were killed. Even in 1820, nearly fifty years after the American Revolution, the Duchess of Sutherland in Scotland dispossessed 15,000 tenants from 794,000 acres of land, and replaced them with 131,000 sheep. The tenants received in return the right to rent two acres of land which was insuffificient for survival, except on the most minimal level.

The tragedy is what happened to the peasant. Without the right to use the common land, he could no longer "be" a farmer. No factories were built yet in these very early stages of the Industrial Revolution. So he became that most miserable of all social classes, an early day migrant worker. When agricultural work was lacking, he became a beggar, sometimes a robber, usually a pauper.

Terrified at the alarming increase in pauperism, the English Parliament required paupers to stay in their local areas where they received a pittance of relief. They dealt with wanderers by whipping, branding, or mutilating them. The ruling class did not understand the need for a mobile labor force which could go wherever work was to be found in the market.

The market system was born in agony. Land that was once held proudly as ancestral estates was now bought and sold. Farmers who once labored in feudal villages using common land were dispossessed from the land and now competed for low wages.

The great chariot of society, which for so long had run down the gentle slope of tradition, now found itself powered by a new machine. Transactions and profit provided this new and powerful motive force.

This reading is adapted from Robert Heilbroner's popular Worldly Philosophers

Student Activity #1

Questions on the reading if distributed to students

1. What was the enclosure movement?

2. Why did the loss of common lands cause such pain for the peasants?

3. What alternate occupants were available to the peasant farmers who lost their land?

4. What does the author mean by "the gentle slope of tradition?"

5. In what way is land considered differently in the Industrial Revolution than before?

Student Activity #2

Compare the two drawings of English peasants before and after the Industrial Revolution.

1. What is the role of the family members in picture #1? What do father, mother and children do as part of the working unit?

2. Using picture #2, How did the jobs change once the common land was enclosed?

3. Why could the family not always remain as a "working unit" after the Industrial Revolution?

4. What patterns of life changed as a result of the Industrial Revolution?

5. Write a story or dialogue about a family evicted from common lands. What are their choices? Use the pictures as guides.

Student Activity #3 Reading a Scenario Questions

1. Write an ending for this story.

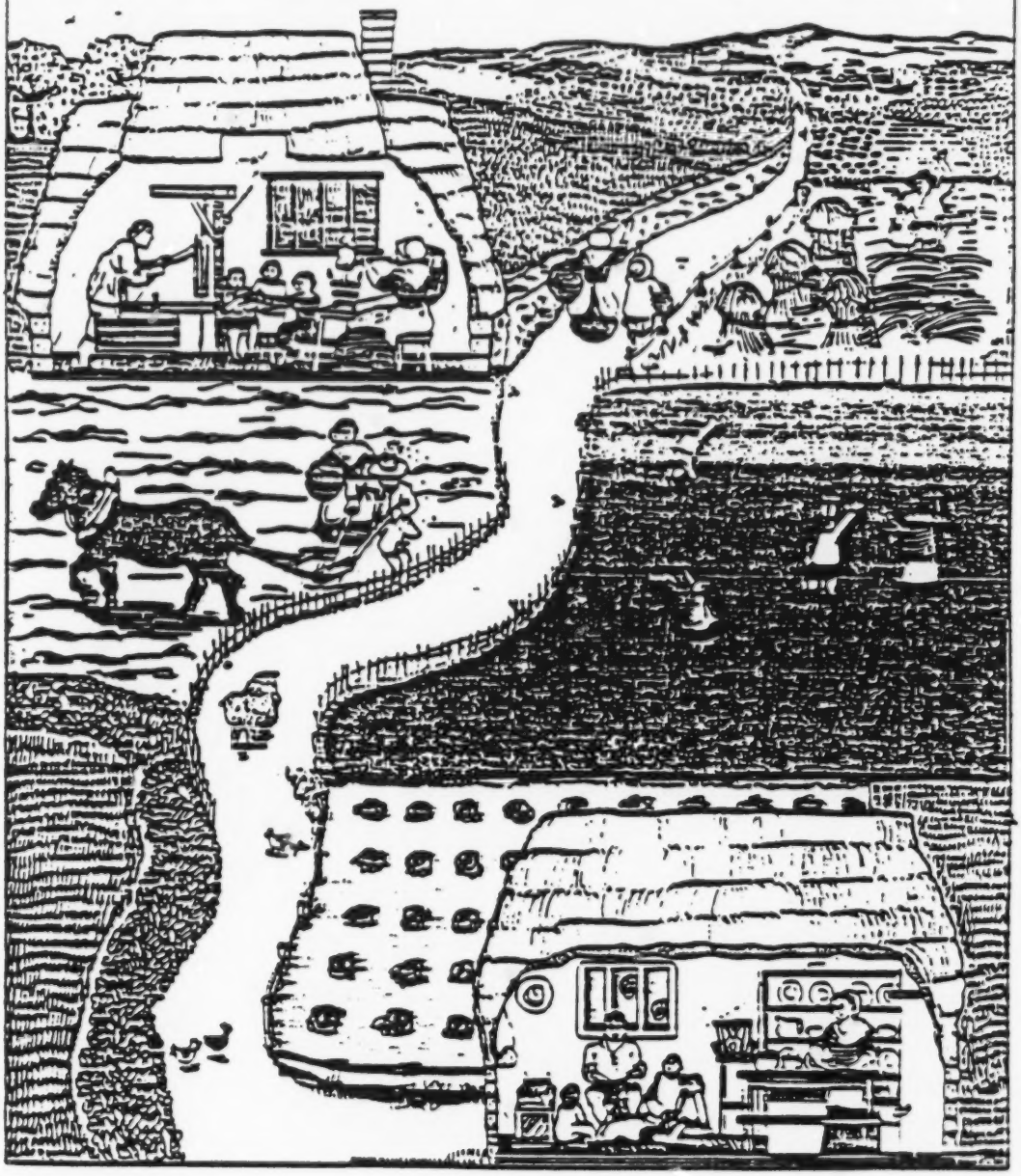
2. If the woman was willing to work, why wasn't she permitted to work?

3. What does the story tell you about the position of women in English society?

4. How had the enclosure movement affected their lives?

5. If you were the judge, how would you react to the woman's plea?

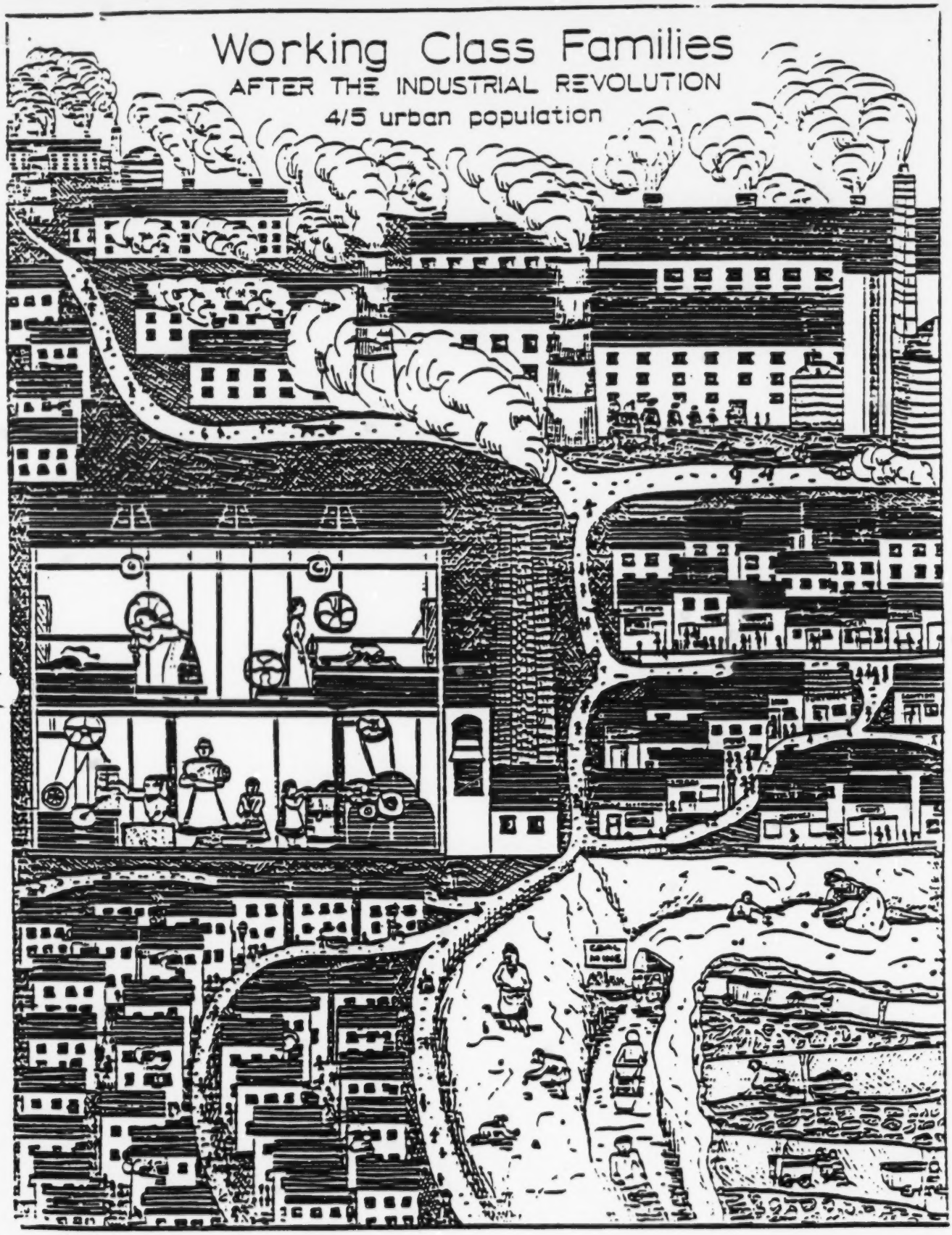
Peasant Families in England

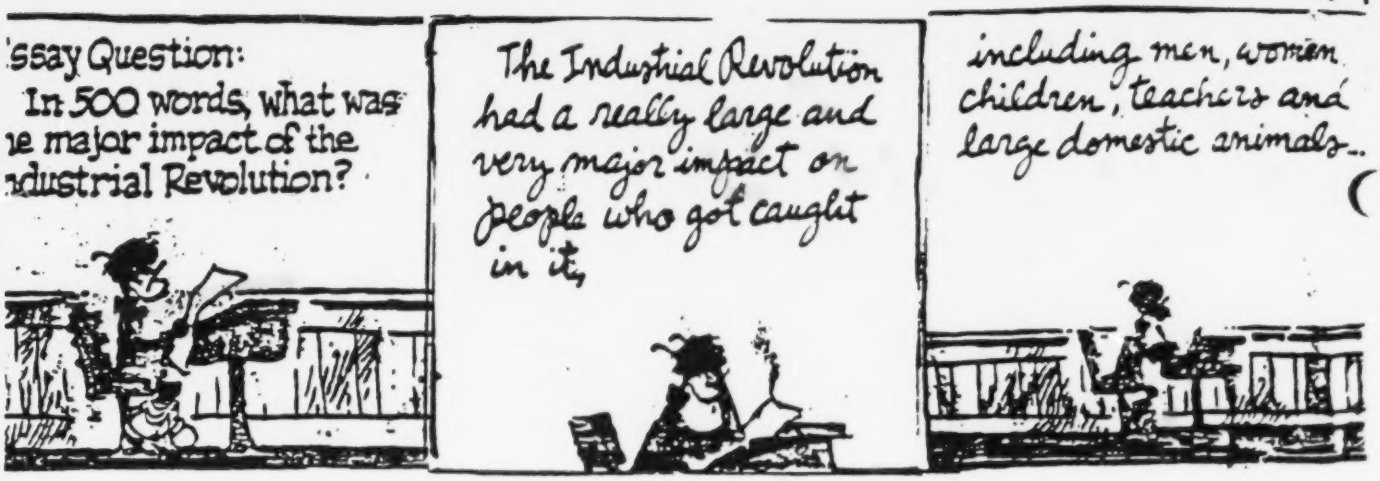


Working Class Families

AFTER THE INDUSTRIAL REVOLUTION

4/5 urban population




'ssay Question:
In 500 words, what was
ıe major impact of the
ıdustrial Revolution?
The Industrial Revolution had a really large and very major impact on people who got caught in it,
including men, women children, teachers and large domestic animals..

THE INDUSTRIAL REVOLUTION GOOD OR BAD FOR HUMANS?

The Industrial Revolution is a highly controversial subject. There is controversary between those who represent the industrial revolution as economic gain, the optimists, and those who see it as social loss, the pessimists.

The optimists prefer to explore the conditions which were important for the growth of industry. Their story is of the large impersonal forces - population growth, technological change, and the social reforms of the period. The pessimists prefer to tell a social history, the impact on people, the irresponsibility of the capitalists and the repressive laws of Parliament. A pessimist would more likely work from individual stories; the optimist from statistics.

Divide the class into two groups. One gathers data as pessimists; the other as optimists about the Indistrial Revolution.

- share the information in like groups and then unlike groups.
- debate the issue; Resolved that the industrial revolution was a great advance for humans in Europe.
- followup - what kinds of data did each side gather? Make a chart as follows:

PESSIMISTS	OPTIMISTS
emphasize social history	emphasize economic history

INDUSTRIAL REVOLUTION: WORKING WITHOUT ELECTRICITY

By 1937 electricity was so integral a part of life in urban and smalltown America that it was hard to remember what life had been like without it. But electricity was not a part of life on most of America's farms. More than 6 million of the nation's 6.8 million farms, and almost 90 percent of the 30 million people who lived in the countryside, did not have electricity. "Every city 'white way' ends abruptly at the city limits," Beyond lies darkness.

The Hill Country west of Austin Texas was one of the areas that lay beyond and in darkness. As a result, the life of the Hill Country farmer was one of endless drudgery. Because there were no electric pumps, he had to water his cows by hand, a chore that, in dry weather, meant hauling up endless buckets from a deep well. The Hill Country farmer had to rise before 4 a.m. to milk his cows by hand and be finished by daylight. Without electricity there could be no refrigerator, and the milk was kept on ice, which melted quickly. The dairy refused to accept milk if its temperature was above 50 degrees Fahrenheit. But the hardness of the farmer's life without electricity paled beside that of his wife's.

Most of the hauling of water was done by women. And so much water was needed! On the average, a farm family used 200 gallons, or four-fifths of a ton, of water each day. First, the Hill Country wife wrestled off the heavy wooden lid of the well that kept rats and squirrels out of the water. Lifting a full bucket, weighing 30 pounds, 50 feet or more was very hard even with a pulley. Most women pulled the rope hand over hand to get their body weight into the effort. Then the water had to be hauled to the house.

The Hill Country wife also had to haul wood for the stove. Many farm wives hated their wood stoves: They were so hard to start up, and they were so dirty. Most of all, they hated them because they were so hot. When the big iron stove was lit, the whole huge mass of metal was almost glowing. In the winter the heat was welcome, but in the Hill Country, summer would often last five months. No matter how hot the day, the stove had to be lit much of the time, not only for meals but for baking. Hill Country wives, unable to afford store-bought bread, baked their own, an all-day task.

Recalls Bernice Snodgrass, of Wimberley, "You got so hot you couldn't stay in the house. You ran out and sat under the trees. But you couldn't stay out long. You had to stir. You had to watch the fire."

Every week, all year long, there was washday. A huge pot of boiling water would be suspended outside over a roaring fire and near it three large zinc washtubs and a dishpan would be placed on a bench. The clothes would be scrubbed on a washboard over the first of the zinc tubs. Then the woman would wring out each piece of clothing and put it in the big pot of boiling water. She would try to get the rest of the dirt out by "punching" the clothes in the pot-standing over the boiling water and for 10 to 15 minutes using a broomstick to stir the clothes through to water and press them against the bottom or sides in a human imitation of a washing-machine agitator. Then the clothes were lifted out of the big pot on the end of the broomstick, held up for a few minutes while the dirty water dripped out, and dropped into a rinse tub. The woman rinsed them by swishing each item through the water. Then she wrung out the clothes and placed them in the third tub, which contained bluing, swished them around- and then repeated the same movements in the dishpan, which was filled with starch. At this point one load of wash would be done. A week's wash for the typical, large, Hill Country farm family took eight loads. For each load, moreover, the water in each of the three washtubs would have to be changed.

Washday was Monday. Tuesday was for ironing. In the Hill Country, in the 1930's, an iron was iron- a wedge weighing up to seven pounds. It had to be heated on the wood stove, and it would retain heat for only a few minutes. a farm wife would own three or four of them, so that several could be heating while one was working. An iron with a wooden handle cost two dollars more that one without the handle, so Hill Country wives would either transfer their one wooden handle from one iron to another or they would protect their hands with a thick potholder. The wooden handle or the potholder would slip, and she would have searing metal against her flesh; by noon she might have blister atop blister. The irons became dirty as they sat heating on the stove. If any moisture was left on an iron from sprinkled clothes on which it had just been used, the thinnest smoke from the stove would create a dirty film on the bottom. No matter how carefully you checked the bottom of the irons and scraped them, there would often remain some little spot of soot-as you discovered when you rubbed it over a clean white shirt or dress. Then you would have to wash the item of clothing over again. The

women of the Hill Country never called the instruments they used every Tuesday "irons." They called them "sad irons."

The lack of electricity also meant that the people of the Hill Country were denied the entertainment at night -movies, radio- that would have made their drudgery more bearable. Even reading was hard. Only during the evening did farm couples have time to read, but the kerosene lamps provided poor, uncertain illumination.

Mary Cox recalled, "I had always loved to read, but I couldn't enjoy it on the farm. It was a strain on the eyes. I had to force myself to read."

In the Hill Country, one almost universal characteristic of the women was that they were worn out before their time, old at 40, old at 35, bent and stooped and tired. Because there was no electricity.

A revolution occurred in 1937. Three hundred men- axmen, hole-diggers, pole-setters, pikemen, stringers- worked months and months linking the Hill Country to the 20th century. And the farmers waited with wires hanging from the ceiling, and bare bulbs at the end, for the lines to be energized. One evening in November 1939, a Hill Country family returned from a declamation contest they had attended in Johnson City. As they neared their farmhouse, the mother gasped, "Oh my God, the house is on fire!" But as they got closer, they saw the light wasn't fire. "No, Mama," the daughter said. "The electric lights are on."

adapted by E. Robert Scrofani from a biography of Lyndon B. Johnson.

This selection describes the bad conditions under which children worked in British factories during the early Industrial Revolution.

A parliamentary investigator is questioning an unemployed father about the way his children have been treated in the textile mills. (1830)

QUESTION: At what time in the morning during the busy time did your daughters go to the mills?

ANSWER: In the busy time, which lasted about six weeks, they went at three o'clock in the morning. They ended at ten or ten-thirty in the evening. They worked 19 hours!!!

QUESTION: What periods were allowed for rest or refreshment during those 19 hours.

ANSWER: Breakfast was 15 minutes, dinner was 30, drinking tea was another 15 minutes.

QUESTION: Didn't you have trouble waking up your children?

ANSWER: Yes, We took them up to bed asleep. In the morning, we had to shake them many times before they would wake up and get dressed.

QUESTION: What happened when they were late to work?

ANSWER: They were "quartered".

QUESTION: What do you mean "quartered"

ANSWER: A quarter of the day's wage was taken off.

QUESTION: How late were they?

ANSWER: Even a couple minutes.

QUESTION: What was the length of time the children slept during the busy time?

ANSWER: It was almost eleven o'clock before we could get them into bed, after getting a little food. Me or my missus got up at two o'clock to dress them.

QUESTION: They did not have more than four hours of sleep????

ANSWER: No, they did not.

QUESTION: What were the working hours for your children?

ANSWER: Six in the morning until eight at night...14 hours a day!

QUESTION: Were the children tired?

ANSWER: Oh, yes. Many times they have fallen asleep with food in their mouths.

QUESTION: Did any of them have an accident?

ANSWER: Yes, my oldest daughter. The cog (tooth on a wheel) caught her fingernail and screwed off the finger below the knuckle She was in the hospital for five weeks and lost the finger.

QUESTION: Did she get paid during that time?

ANSWER: As soon as the accident happened, her wages were stopped.

QUESTION: Have your children ever been strapped?

ANSWER: Yes, every one of them. The oldest daughter was badly beaten once. When I saw her shoulders, I said, "Anne, what is the matter?" She said, "The overlooker has strapped me. But don't go to him to complain. If you do, we'll lose our work." Her shoulder was beaten into a jelly.

QUESTION: What were the wages?

ANSWER: When they worked 14 hours a day, they made 75¢ a week. When they worked 19 hours a day, they made 90¢.

Adapted from "Report of the Committee on Factory Children's Labour" in Parliamentary Papers 1831-32. Cited in The Growth of Industrialization, Chapter 2, "How were factory workers treated during the Industrial Revolution?"

Now that you know what working conditions of the children were, let's see where the children went home to after work.

...As you approach the working class homes, you see the Irk River. Stopping on the bridge and looking down, at the bottom, the Irk flows, or rather stagnates. It is a narrow, coal-black, stinking river, full of filth and rubbish. In dry weather, you can see it become a series of the most revolting blackish-green puddles of slim from the depths of which bubbles of gases constantly rise. This creates such a stench that it is unbearable even to those standing on the bridge forty or fifty feet above the level of the water...

...The area is full of ruined or half-ruined buildings. In the hous one seldom sees a wooden or a stone floor. The doors and windows are always broken and badly fitting. And as for the dirt!!! Everywhere one sees heaps of refuse, garbage and filth. There are stagnant pools instead of gutters and the stench alone is so overpowering that no human being would find it bearable to live in such a district...

...One walks along a very rough path on the river bank, in between clotheslines and washing lines to reach a group of little, one-stori cabins. Most of them have earth floors, and working, living and sleeping all take place in one room. In such a hole, barely six fee long and five feet wide, I saw two beds which filled the room, excep for the fireplace and the doorstep. Several of these huts, as far as I could see, were completely empty, although the door was open and the inhabitants were leaning against the doors. Garbage was everywhere. I could not see the pavement, but from time to time, I felt it was there because my feet scraped it...

...One of the most disgusting spots of all lies on the other side of the Irk...Some 4000 people, mostly Irish, inhabit this slum. The cottages are very small, old, and dirty. The streets are uneven, partly unpaved, not properly drained and full of potholes. Heaps of refuse and sickening filth are everywhere in the pools of stagnant liquid. The atmosphere is polluted by the stench and is darkened by the thick smoke of a dozen factory chinmeys. Many ragged women and children swarm about the streets and they are just as dirty as the pigs that wallow happily on the heaps of garbage and in the pools of filth...

...On the average, twenty people live in each of these little houses, which at the moment consist of two rooms, an attic, and a cellar. One toilet--usually occupied--is shared by about one hundred and twenty people...

Excerpts from Fredrick Engels,
The Conditions of the Working Class in England, Chapter III.